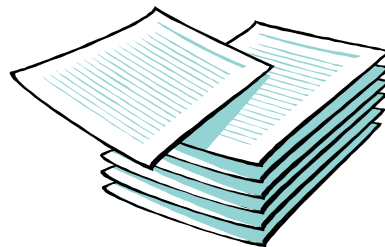


# MARKETING

## COOPERATIVE EDUCATION



I HAVE ALL OF THE  
FORMS FOR WORK-  
BASED LEARNING,  
NOW WHAT DO I  
DO?



A SURVIVAL GUIDE

## Introduction



Marketing teachers have marveled for years over the amount of paperwork involved in the Marketing Cooperative Education program. From changing forms, updated rules, to unforgiving policies, the paperwork just never seems to get easier. The purpose of this guide is to provide a common sense approach to getting through the paperwork and actually understanding all of the paperwork involved in

getting a student from the classroom to the training site. Remember, this guide is a supplement to the Tennessee Work-Based Learning Policies, Procedures, and Resources Guide.

## Getting Started

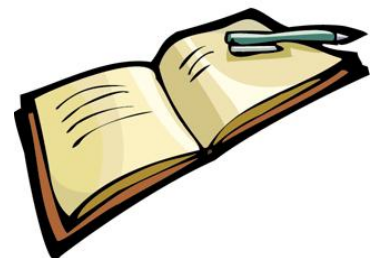
Job placements for students usually begin in the summer. Before you start the process, gather the following information to begin preparing for student placements:

1. The Tennessee Work-Based Learning Policies, Procedures, and Resources Guide
2. The WBL policies set forth by your county technical supervisor
3. The WBL policies set forth by your school

Follow the guidelines provided in each of these levels. Remember, state guidelines are general rules for application, county rules are more specific rules, and school rules are most specific rules. It is a good idea to have each and every one of these rules written out and signed off by the student and parent so that everyone involved in the WBL experience knows the outcomes and expectations.

**TIP:** Organize yourself at the beginning of the Co-op experience. Things will go a lot smoother if you are prepared.

**TIP:** Put together a teacher/student/parent handbook that spells out all rules and regulations. If they are in one place, everyone can reference rules easily.



# FORMS, FORMS EVERYWHERE

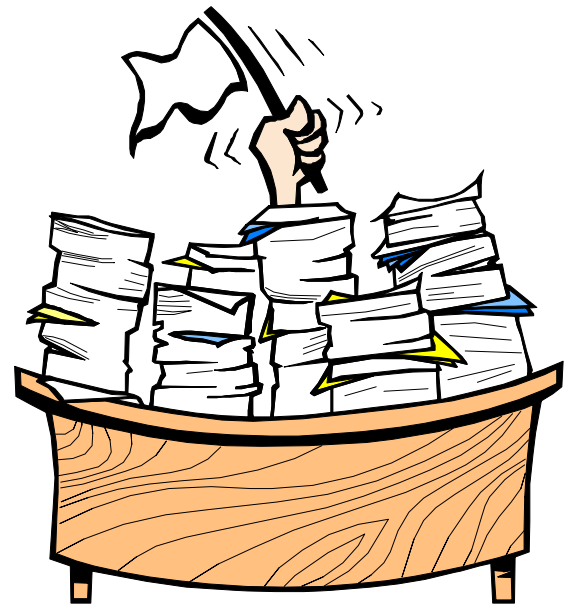
Knowing what forms go where is half the battle of Marketing Cooperative Education

## Work-Based Learning Training Agreement

*What is it?* An agreement between the student, parents, employer, teacher-coordinator, and school administration that outlines the rules and responsibilities of each of the parties involved.

*How do I use it?*

- ◇ Fill out all student information and work information completely
- ◇ Student fills out a TYPICAL weekly work schedule
- ◇ Coordinator lists the related course along with the course code (can obtain a list of course codes from the career and technical director in your county, online at <http://www.state.tn.us/education/sacodes0405.htm>, or from your state Marketing Consultant)
- ◇ Obtain all required signatures that are listed on the Training Agreement
- ◇ Review Child Labor Laws with the employer and student and verify Workers' Compensation Coverage
- ◇ Make copies of the Training agreement and give a copy to:
  - Employer
  - Student
  - Student for his/her file
- ◇ Keep the signed copy in the coordinator's file



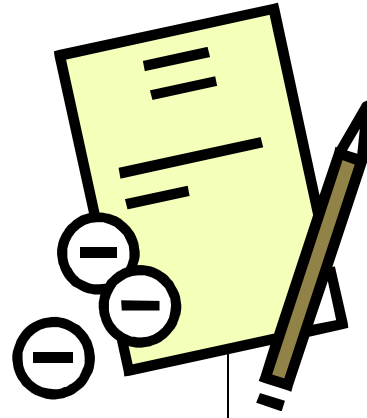
TIP: Copy each form in a different color for easy identification.

TIP: Do not give early dismissal to students the first week of school. Give them this week to get forms completed. This is an incentive for them to get them done quickly.

TIP: Get school official's signature and your signature on form BEFORE you copy them for students.

## Training Plan/Progress Report/Safety Training Record

*What is it?* A list of competencies that the cooperative education student will be expected to demonstrate on the job. It also serves as verification that the student has been trained in safety precautions.



*How do I use it?*

- ◇ Fill out all student information and work information completely.
- ◇ Determine what safety skills the student should learn for his/her training station. Refer to page 17 in the WBL guide for basic safety rules to include in the plan.
- ◇ Meet with the employer and make necessary adjustments to the safety training plan.
- ◇ Meet with the employer and TOGETHER develop a learning plan for each student. List these skills or competencies on the Training Plan/Progress report.
- ◇ Obtain signatures from all parties listed on form to show that all parties agree on the cooperative education student's learning objectives.
- ◇ Use the Training Plan/Progress Record to list the skills or competencies used to evaluate the student's progress in meeting learning expectations. Usually, this is the form where the employer evaluates the student/employee every grading period.
- ◇ A training agreement for each student must be kept on file for five years.
- ◇ Obtain signatures from safety trainers to assure that safety training has occurred.
- ◇ Safety Training is mandatory, please make sure you include it in your lesson plans.
- ◇ A safety test, with a satisfactory score, must be put in the student's folder. This can be the proof of safety training.
- ◇ Proof of safety training for each student must be kept on file for five years.

**TIP:** Activities from the Co-op transition book may be used to create a training plan for each student.

**TIP:** Safety LAPS are available from Mark-Ed. These provide basic safety skills to teach in your class.

**TIP:** Create a fun scavenger hunt for safety items at work. This ensures the student has been trained at work; make sure to require the employer's signature.

## Insurance and Emergency Information Record

*What is it?*

A document containing health insurance information and emergency contact information.

TIP: Remember, YOU cannot talk to employers about a student's health or any medications the student may be taking.

*How do I use it?*

- ◇ Every student should have emergency contact information on file both at school and at work.
- ◇ As a teacher, it is a good idea to be familiar with any special health problems that a student may have.
- ◇ The Tennessee Department of Labor recommends that students enrolled in the WBL program have health insurance.
- ◇ Confirm that the training stations who employ your students have workers' compensation insurance.
- ◇ Businesses are required to carry workers' compensation if they have more than five (5) employees. Paid student learners are covered under this.
- ◇ If the business does not have workers' compensation insurance, the student must obtain insurance coverage.
- ◇ Insurance and Emergency Information should be kept on file for five years.

TIP: Encourage students with special health issues to speak privately with their direct supervisor if the special health issue requires special treatment. Ex: If the student experiences seizures, the student could educate the supervisor on how to handle the student should an episode occur.



Name \_\_\_\_\_

Emergency \_\_\_\_\_

Insurance \_\_\_\_\_

## Student Wage and Hour Record

### *What is it?*

Documentation of hours worked and wages earned on a weekly, bi-weekly or monthly basis.



### *How do I use it?*

Require the students to complete the form on a weekly or semi-monthly basis. The form maintains a running total of hours worked and wages earned throughout the entire co-op period. This is used for verification of hours worked. Hour totals can be used to determine the number of credits received for the co-op experience. Wage totals could be used to show how much your students contribute to the local economy (can be a public relations tool).

- ◇ Create a folder for each student with a wage/hour form (you can create your own).
- ◇ Students must fill this out every pay period.
- ◇ A good practice is to keep a copy of the students' pay stubs in order to verify their work hours if you ever get audited.
- ◇ Require students to keep up with their work schedules. This is a way to verify that they are going in to work during the required times.
- ◇ The wage and earning forms are recommended documentation. Start out keeping these records. These are important to have if anyone ever has questions about your co-op program. This form can also keep your students up-to-date on how many hours they need to earn their end of course credit. Keep these on file for five years.

TIP: Make this a part of your classroom routine. Set aside the beginning or end of a class period every week for students to complete records.

TIP: Set aside time each grading period to review students' work hours. This review of hours will keep students on task to achieve the total work hours needed for credit.

TIP: The WBL states that wage and earning records are "recommended," not required. All organized WBL coordinators know the wage and earning record is mandatory for record management.

## Work Based Learning Summary Sheet

### *What is it?*

A form required by the Tennessee State Department of Education Work-Based Learning Coordinator that contains student placement information. This form is turned in to the state WBL coordinator each semester. The state coordinator establishes due dates for each semester. This form is verification from you, the teacher, that these students are employed and are a part of the WBL program.

TIP: Take time to scan the summary form into your computer. It makes changes for resubmission second semester easy. Save a blank one so you have it ready to enter year after year.

### *How do I use it?*

- ◇ Refer to the Work-Based Learning guide for the summary form.
- ◇ For Work-Based Activity, check Cooperative Education.
- ◇ List the specific class title and course code.
- ◇ Fill out all school information and obtain signatures:
  - your signature as teacher
  - your signature as WBL coordinator (or coordinating teacher signature goes here if it is not you)
  - your principal's signature
- ◇ List one WBL student per line, you will need to have the following information:
  - Student name
  - Place of employment
  - Type of business
  - Student job title
  - Hourly wage
- ◇ Cooperative Education students *are required* to be paid at least **minimum wage**.
- ◇ For the second semester turn-in, you will have to resubmit the summary form. If no employment changes occurred from last turn in, simply resubmit the form. If any employment change occurred, make the changes on the summary form, put an asterisk beside the student with changes and submit the new summary sheet.



Mark due dates  
on your calendar

## Student Evaluation of the WBL Activity

*What is it?* A form on which the student can give feedback on his/her cooperative educational experience

*How do I use it?*

- ◇ Give form to your WBL students before they exit your class.
- ◇ Have them fill out the information honestly.
- ◇ Review the comments to see how you can improve your program.
- ◇ Put form in students' records to file.

TIP: Use this as a checkout activity to ensure the student completes the evaluation.

## Employer Evaluation of the WBL Activity

*What is it?* A form on which the employer can give feedback and/or valuable suggestions regarding your cooperative program

*How do I use it?*

- ◇ Give the form to all of your employers.
- ◇ Have them fill out the information honestly.
- ◇ Review the comments to see how you can improve your program.
- ◇ File the form in the records of the student employed.

TIP: Give the form to your employer when you issue the form for the last grading period. That way, the employer can return the evaluation along with the grade.





## Grading Period Form

What is it? This is a form that lists employee characteristics and training plan competencies. The employer uses this form to grade the student each grading period.

How do I use it?

- ◇ After meeting with the employer and creating a training plan, develop an easy to understand “report card.”
- ◇ The training plan itself can be the report card you issue to employers to obtain a grade.
- ◇ Each student must receive a grade from the employer each grading period.
- ◇ Average in the employer grade with the classroom grade for one grade for both class room work and co-op.
- ◇ Keep this report card in the student folder.

TIP: If you send the report card with the student to give to the employer, enclose a self-addressed, stamped envelope so the employer can mail it back to you.

## Request for Job Change

What is it? A form on which the student requests to changes jobs during the co-op experience.

How do I use it?

- ◇ Create a request for job change form.
- ◇ Keep copies handy for students to use.
- ◇ If students request a job change, have them fill the form out completely so you will know the reason why the student wants to change. This form makes them responsible for their actions.
- ◇ Either approve or deny the change.
- ◇ Keep the form in the student’s file.

TIP: Set a number of times a student can change jobs. This prevents students from “job hopping” throughout the year. Remember, the ideal situation is for the student to remain at one job for the school year.



## Cooperative Education Coordination Record

*What is it?* A form you use to verify cooperative education visits with the employer

*How do I use it?*

- ◇ Write down dates of visits with each employer and an overview of the conversation.
- ◇ Some school systems require that you document visits.
- ◇ If your school system does not require this documentation, keep the record anyway. Situations arise when you have to prove your visits to the employer.

TIP: Keep a notebook to record employer visits.

## Coordinator Sign-Out Sheet

*What is it?* Notification and documentation of coordination-related absence from the school site

*How do I use it?*

- ◇ Use this if the school does not currently have a sign-out process. You want to make sure the school knows where you are and how to get in touch with you.
- ◇ Fill it out each time you leave the school site for coordination-related reasons.



## Mileage Report

*What is it?* Request for reimbursement of mileage accumulated in the performance of coordination activities

*How do I use it?*

- ◇ Obtain a mileage form from your school system.
- ◇ Fill out form and obtain required signatures.
- ◇ Submit form to appropriate person for reimbursement.

TIP: Have form ready in car to record mileage.

# COORDINATOR FILE MANAGEMENT



## Individual Student Administrative Files

*What do I do and why?*

- ◇ Set up one file per student.
- ◇ Keep all co-op files together.
- ◇ Maintain a secure place for forms, documentation, and other documents.
- ◇ After year's end, put all files in a safe place for five years.

*What should go in the student files?*

### Required

- ◇ Training Agreement
- ◇ Training Plan/Safety Training Record
- ◇ Proof of Safety Training
- ◇ Insurance and Emergency Information Form

### Recommended

- ◇ Employer evaluations
- ◇ Visitation reports
- ◇ Wage and hour reports
- ◇ Proof of age
- ◇ Co-op transition activities



Keep student files for five years.

**TIP:** Make record keeping a part of your classroom routine. Set aside the beginning or end of a class period every week for students to complete records.

**TIP:** Have a cooperative education workstation in a corner of your room where you keep all copies of forms students use throughout the year.

**TIP:** Keep the student files in a rolling cart by your desk. Files are close by and you can hand out student folders when it comes time for record keeping in class

## Coordinator's Files (May I suggest a Notebook?)

*What do I use and why?*

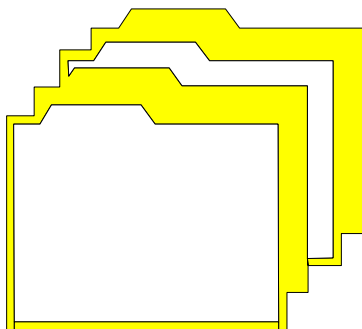
- ◇ Use dividers to create one section per student.
- ◇ Place completed student contact record in each student section
- ◇ All training station and student information will be at your fingertips.



*What should go in the notebook?*

- ◇ Training station contact information
- ◇ Training agreement
- ◇ Coordination record
- ◇ Mileage forms
- ◇ Blank evaluation sheets
- ◇ Self-addressed, stamped envelopes
- ◇ Extra business cards

**Note: Some teachers are more comfortable using a file system for coordinating visits. The key here is just be organized.**



TIP: Never go to a coordination visit without your files.

TIP: Once you leave the coordination meeting, go to your car and fill out any additional information you need before you leave the parking lot.

# STUDENT ORIENTATION

*Why?* To ensure that all students enrolled in cooperative education understand the responsibilities and expectations of the program

*When?* As soon as possible after school begins, usually the first day is best

- ◇ Announce place and time of orientation.
- ◇ Set aside enough time to go over every form in detail.

*What do I cover?*

## Administrative

- ◇ Check Attendance.
- ◇ Have students write down place of employment and job title.
- ◇ Be sure to identify students with no jobs at this time.

## Purpose and Expectations of Cooperative Education

- ◇ Stress that job performance and behavior are both a reflection of the student as an individual, as well as the coordinator, program, school, and district.
- ◇ Stress that this is not just a part-time job, but a learning experience for which students are held accountable.
- ◇ Discuss appropriate jobs for the marketing cooperative education program.
- ◇ Review all school system rules and regulations.
- ◇ Review the procedure for leaving school at day's end.



**TIP:** Make the meeting mandatory.

**TIP:** Have students sign out in your classroom before they leave for the day. This gives them accountability and you can make sure everyone stayed at school that day.

## Training Agreement

- ◇ Cover all items under Student Responsibilities section
- ◇ Stress the number of hours required and the training plan to be completed to receive academic credit
- ◇ Stress consequences of dishonesty, being fired, quitting, class failure
- ◇ Stress importance of remaining with the original job placement and review Request for Job change form
- ◇ Explain signatures required and provide deadline for returning signed training agreement

TIP: Do not let students dismiss early for co-op release until all paperwork is turned in.

## Evaluation

- ◇ Explain grading system (what will be graded and by whom)
- ◇ Explain employer visits by coordinator
- ◇ Explain evaluation forms

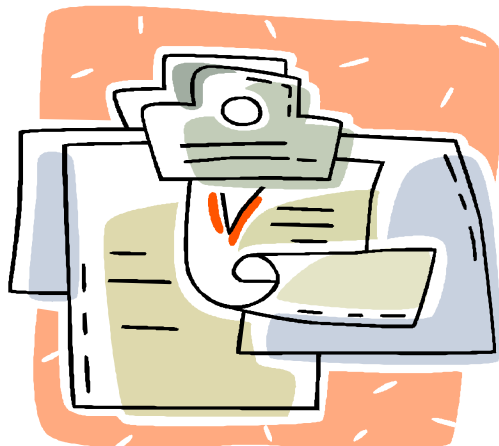
## Wage and Hour Record

- ◇ Explain how to complete monthly Wage and Hour Record
- ◇ Explain due dates

## Address Unemployed Students and Students with Inappropriate Placements

- ◇ Release students in appropriate placements
- ◇ Explain deadline for securing an appropriate position and consequences for not meeting deadline
- ◇ Explain job search process and required documentation

TIP: Have students who do not have jobs yet complete a job search journal so they can account for time spent looking for a job.



## FREQUENTLY ASKED QUESTIONS

### **After I work the required number of hours, can I quit working?**

No. Remember, this is an educational experience designed to provide you with skills and competencies, not just work experience. The required number of hours is a minimum and serves as a guideline, not a limit. To receive credit, you must work the duration of the related class.

### **What happens on days with schedule changes due to testing, assemblies, or bad weather?**

School and classes are your first priority. You must attend your classes. Be sure to contact your employer as soon as you are aware of impending schedule changes and make necessary arrangements. You must report to work on holidays and school days canceled because of bad weather, according to the requirements of your employer.

### **I want to change jobs. What do I need to do?**

Before you make any job changes, you must discuss the reasons with your coordinator. To avoid having your grade penalized, you must have your coordinator's permission before changing jobs. The cooperative education program is a learning experience, not just a part-time job. Changing jobs will limit the effectiveness of the experience.



# EMPLOYER CONTACT

## **When?**

At the beginning of the school year

- ◇ Introduce yourself, establish rapport
- ◇ Review program expectations
- ◇ Discuss student progress to date
- ◇ Give a copy of school calendar
- ◇ Discuss ways for employer to be involved in your program (guest speaker, CTSO judge, sponsor, etc)
- ◇ Review Training agreement and employer evaluation form
- ◇ Leave business card and copy of Training Agreement and Employer Evaluation form

A minimum of once per grading period

- ◇ Visit to discuss student progress to date
- ◇ Obtain employer evaluation of student performance

## **How?**

### **Personal Visit**

- ◇ Visit at least once per grading period
- ◇ Always attempt to set an appointment, stating reason for visit
- ◇ Keep length of visit to a minimum—employers are busy people

### **Phone Contact**

- ◇ Use to set appointments
- ◇ Use for follow-up contact
- ◇ Use when personal visit is inconvenient for employer

### **Mail Contact**

- ◇ Use to secure evaluation if employer cannot complete during visit
- ◇ Use to send greeting cards for public relations reasons

